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Criteria presented here were adapted from the National Education Association standards for educational media programs in colleges and universities for use in the junior college. Provided are: (1) general criteria for establishing media programs in the community college, which include a commitment to the media program and to media as an integral part of instruction, and a commitment to provide, finance, and staff media facilities; (2) the role of media services in curriculum and instruction; and (3) guidelines for establishing a media center. Also provided are materials and equipment guidelines and a materials budget for both a basic and an advanced media program. (MC)

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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CRITERIA RELATING TO EDUCATIONAL MEDIA PROGRAMS IN JUNIOR COLLEGES

(Adapted from a corresponding report for colleges and universities prepared by W.R. Fulton of the University of Oklahoma.)

by the

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of the

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INTRODUCTION

The Department of A-V instruction of the National Education Association (hereafter referred to as DAVI) is currently working on standards (or criteria) for educational media programs in colleges and universities. We had access to their draft proposal which served as a guideline for our document.

However, before tackling the DAVI criteria, we discussed some factors which we felt would-or should-have particular relevance to junior colleges. We did not attempt to make specific recommendations in all these categories. But we did feel that all of these factors should at least be brought to the attention of any individual responsible for setting up an educational media program.

The committee then took the DAVI document, "Criteria Relating to an Educational Media Program" and went through it item by item. There were 115 statements. We tried to compress this into a briefer and more manageable statement. We were able to reduce this to less than 50 points. These are listed under the following general categories:

I. General Criteria for Establishing Media Programs in Community Colleges.

II. The Role of Media Services in Curriculum and Instruction.

III. Guidelines for Establishing a Media Center.

The Materials and Equipment Guidelines were accepted verbatim from DAVI. We didn't see how we could improve upon this.

Any comments or suggestions which would improve this report would be welcomed by the committee.

FACTORS RELATING TO THE SELECTION OF CRITERIA FOR EDUCATIONAL MEDIA PROGRAMS
(by the Audiovisual Standards Committee)

As a general point of departure, these criteria are meant for new A-V situations, or where the director is new to A-V services. They may, however, be used to good advantage by an established A-V center as a guide for improvement. No attempt has been made to list these points in the order of their importance. A-V equipment as defined by this document refers to that used for the academic program and instruction and not that used in offices.

Some Factors which Should Influence the Formation of Educational Media Programs:

1. The location of the buildings on the campus as well as their distance from each other.

2. Institutional policy: Junior colleges are committed to the A-V approach in varying degrees; viz. Delta (TV), Oakland (programmed learning).

3. Tradition of the institution.

4. The curriculum: Certain fields lend themselves more directly to A-V than others.

5. Budget implications: All finances relating to A-V should be centralized.

6. Responsibility: <u>All</u> A-V equipment should be assigned to the A-V department.

   A. Hardware <u>and</u> software must go through the A-V department.
   B. All repairs must be handled by the A-V department; a distinction must be made between major and minor repairs so as to determine which are the proper concern of a vendor and which of a technician.
   C. Consideration should be given to the manner in which these materials should be catalogued.
   D. Budget for software should be centralized and then allocated.
   E. Rental, repair, and service fees should be kept separate from each other and from the regular A-V budget.
   F. Replacement parts and equipment should be budgeted if possible on a regular basis.

7. Relevance: The kind and particular needs of the several departments will determine the extent to which A-V is drawn upon.

8. Establishment: A new library should have a centralized A-V department.

   A. Where feasible an A-V consultant should be retained <u>before</u> the development of an A-V facility.

CRITERIA RELATING TO AN EDUCATIONAL MEDIA PROGRAM

(Adapted from the DAVI Report with the permission of W.R. Fulton)

I. General Criteria for establishing Media Programs in Community Colleges.

A. Commitment to the Media Program.

1. An institution should have a program of A-V administered through an educational media center, and sub-centers if such are needed, which provide the faculty with an adequate supply of appropriate instructional materials.

2. An institution's educational A-V should provide media and services compatible with modern-day instructional technology.

3. An institution's educational A-V program should be directed toward the improvement of instruction in a modern educational program.

4. The educational media program should occupy an important position in an institution's organizational plan.

5. An institution should have clearly defined policies, procedures, and plans for its educational media program, including immediate short-range, and long-range goals.

6. An institution's administrative line and staff relationships should be such that teachers and media personnel have a sense of administrative support.

7. Institutional lines of communications and responsibilities should be clearly established to define the relationship to the director of the A-V program to other staff members and to establish channels through which he should communicate in order to realize the objectives of the media program.

8. College administrators should utilize the consultative assistance of national, state, county or local media specialists in evaluating the A-V program and in planning future action.

9. Liaison should be maintained with state and national public institutions or agencies to make it possible for an institution to participate in cooperative projects that enrich or stimulate the local A-V program.

I. B. Commitment to Educational Media as an Integral Part of Instruction.

1. The philosophy of an educational media program should be congruent with the philosophy and objectives of the institution in which it exists.

2. The Director of the A-V program should work in close cooperation with a faculty committee and/or an educational media evaluation team, in periodic evaluations of the media program.

3. An institution should provide sufficient leadership and technical assistance to insure that all faculty members have easy access to appropriate A-V services for all learning situations.

4. Adequate channels for disseminating information about educational media and their potentialities should be maintained throughout an institution.

5. Faculty members should be encouraged to experiment with educational media as a means of increasing instructional effectiveness.

6. The educational media program in a multiple-purpose institution should provide media and services for a wide variety of curricula in the varied divisions of the institutions.

7. Long-range institutional goals should include the development and implementation of instructional systems involving automation approaches to the flow of information and ideas.

C. Commitment to Providing Educational Media Facilities.

1. New classroom buildings constructed by an institution should provide for the full use of all presently owned educational media and for the installation and use of new media as such are developed and made available.

2. There should be a long-range institution-wide plan which provides for the adaptation of old classrooms for effective use of educational media.

3. The A-V Department should be provided with adequate physical facilities for optimum service to an institution.

4. Every classroom should be equipped with permanently installed bulletin boards, chalkboards, a projection screen, and map rails as needed for instruction.

I. D. Commitment to Financing the Educational Media Program.

1. An institution's A-V program should be adequately financed through an independent budget.

2. The budget of an A-V program should reflect the needs of the entire institution.

3. The manner in which an A-V budget is administered should be determined by clear cut institutional policies concerning allocations, income, and expenditures.

4. The budget of an A-V program should be based on both the institution's long-range goals and its immediate educational needs.

5. The budget of an institution's A-V program should be sufficient to support an adequate media program for optimum instructional improvement, by providing for increased scope of services, expansion of services to meet increased enrollments, and the needs created by the addition of new structures.

6. An educational media program should operate from a central budget which is prepared and defended by representatives of the educational media services.

E. Commitment to Staffing the Educational Media Program.

1. There should be a sufficient number of professional media staff members to administer the A-V program and to provide consultative services to an institution's entire faculty.

2. An A-V program should have a sufficient number of non-professional media staff members to relieve the faculty and professional media staff of all routine clerical and technical tasks.

3. The director of an institution's educational media program should be directly or ultimately responsible to the administrative officer in charge of academic affairs.

4. An institution's educational media program should be directed by a person with a good educational background who has special preparation as an educational media specialist.

5. Educational media personnel should work within the framework of job descriptions and policies relating to institutional media activities and these should be clear to the media administrator, his superior officer, and the entire media staff.

I. E. 6. Professional media staff members should be active in professional organizations, particularly those representing the area of their specialization.

7. Professional A-V staff should have advanced degrees with specialization in the media area in which they work.

II. The Role of Media Services in Curriculum and Instruction.

A. The services and materials provided through the A-V Department should be integral parts of curriculum and instruction.

B. A-V personnel should participate in curriculum planning and development, and in the implementation of curriculum improvements, particularly as it relates to the integration of educational media into the total instructional process.

C. The director of an A-V program should participate in policy making decisions relating to the use of educational media and with the help of well trained professional and technical assistants, provide consultative services to all institutional programs that make use of media.

D. Continuous inservice education should be carried on in such areas as the selection and use of materials, experimentation with the use of new instructional devices, materials and techniques, and the importance and value of educational media in instruction.

III. Guidelines for Establishing a Media Center.

A. An educational media center should be organized around the concept of offering a wide variety of services and media to all instructional and administrative units of the institution, with leadership, consultative help, and other services provided by professional media specialsits and other media center personnel.

B. The quantity and types of educational media necessary for effective support of an instructional program should be determined by the level of utilization of the institution's faculty.

C. Educational media services to campus departments should include consultative services, acquisition of materials, storage of materials, circulation (pick-up and delivery) of materials, maintenance and inspection of materials and equipment, and dissemination of information about educational media.

D. If an institution is large and complex, the main media center should be supplemented by sub-centers. The services provided

III. D. by the main media center should be comprehensive and its services should include all those which the sub-centers are not equipped to provide. Duplication of effort should be held to a minimum.

E. All frequently used educational media should be automatically placed in media sub-centers in colleges, departments, and/or administrative units on a long-time loan when the need is established.

F. All media sub-centers should be adequately staffed with personnel appropriately trained for the level of performance they are expected to render.

G. The central classification and cataloging system should permit rapid location of media needed for specific teaching-learning situations.

H. There should be a definite plan for gaining administrative and community support for the media program. The plan should include evaluation of the program, determination of media needs, long and short range planning, and presenting facts about media needs to administrators and governing boards.

MATERIALS GUIDELINES (HIGHER EDUCATION)

	BASIC	ADVANCED
16mm films	500 college level titles plus 2 per instructor over 500. In addition, teacher education institutions should have the basic film collection recommended for elementary and secondary schools (1,000)	1,000 college level titles plus 3 per instructor over 500, plus elementary and secondary basic collection in teacher education institutions.
	OR	OR
	An average of 3 film rentals per instructor per course.	An average of 5 film rentals per instructor per course.
Filmstrips	2000 titles with duplicates as needed.	3000 titles with duplicates as needed.
Recordings-Tape and Disc but not electronic lab materials	1000	2000

Due to the state of the field and the nature of certain media it is extremely difficult, if not impossible, to develop quantitative guidelines for all types of audio-visual materials. The list below includes some of these materials. Even though quantitative guidelines are not recommended at this time for these materials, it must be recognized that they do make a unique contribution to the instructional program and must be made available for instructors' use. Each item listed must be supported with a fair share of the funds expended for media. The overall objective of the media program should be to provide a wide variety of audio-visual materials with no one item dominating the program.

8mm Films
2x2 Slides
3 1/4x4 Slides
Transparencies and Transparency Masters
Study Prints
Maps
Globes
Dioramas

MATERIALS BUDGET

To provide for a well-rounded materials program it is recommended that the basic complement of films, filmstrips and recordings be considered capital equipment and be purchased with such funds. To provide for the on-going materials program, including maintenance and replacement but not expansion, no less than 1% of the average per pupil cost in the school unit should be spent per year per student. The 1% amount would include film rentals if no basic film collection is started and subscription television (i.e. MPATI), but would not include salaries, building construction or remodeling, CCTV installations, or electronic learning centers.

To provide for an advanced materials program the 1% figure should be increased to 1.5%.

EQUIPMENT BUDGET

The capital expenditures necessary to secure the equipment recommended herein should be calculated from the price of the equipment. This figure will necessarily vary from school to school due to the range in equipment prices and the excellence of the equipment programs developed.

EQUIPMENT GUIDELINES (HIGHER EDUCATION)

	BASIC	ADVANCED
16mm Sound Projector	1 per 12 teaching stations (Multipurpose institution)	1 per 8 teaching stations
	1 per 8 teaching stations (Single purpose institution)	1 per 5 teaching stations
8mm Projector	1 to 3 sound projectors per institution	1 per 10 teaching stations

Significant changes are occurring in the 8mm medium which do not at present justify quantitative guidelines. Because of the important contributions of these films to individual and small group learning, however, conservative quantities have been suggested. As equipment and materials become more stabilized and as sources expand, schools should increase the quantities beyond the amounts suggested in these guidelines.

2x2 Slide Projector (Automatic)	1 per 10 teaching stations	1 per 6 teaching stations
Filmstrip or Combination Filmstrip/Slide Projector	1 per 10 teaching stations	1 per 5 teaching stations
Sound Filmstrip Projector	1 per 15 teaching stations	1 per 10 teaching stations
3 1/4x4 Projector (Overhead)	2 per institution	1 per building
3 1/4x4 Projector (Auditorium)	1 per auditorium	1 per auditorium plus arc or similar power
Filmstrip Viewer	5 tp 10 at each filmstrip depository	10 to 20 at each filmstrip depository

It is assumed that viewers will be available for individual use at the depositories. As this activity increases additional viewers should be secured.

Overhead Projector (10x10) Classroom type	1 per 4 teaching stations	1 per teaching station

	BASIC	ADVANCED
Overhead Projector (10x10) Auditorium type	Appropriate number for large group instructional areas	

An auditorium model overhead merely implies that the machine utilized has sufficient light output and optical capabilities to project a satisfactory image in an auditorium type situation.

Opaque	3 to 6 per institution	8 to 12 per institution
TV Receivers	1 per each 24 viewers where programs available (or projection TV as needed)	1 per teaching station but no more than 24 viewers per set
Record Players	1 per 25 teaching stations	1 per 15 teaching stations
Tape Recorders	1 per 5 teaching stations	1 per 2 teaching stations
Projection Carts	1 per 3 to 6 pieces of equipment	1 per 2 to 4 pieces of equipment
Light Control	Every classroom should have adequate light control. Adequate in this situation means that light can be controlled to the extent that all types of projected media can be utilized effectively.	
Video-Tape Recorders	1 per institution	1 per TV production unit
Closed-Circuit TV	1 studio per institution capable of distribution of programming to each teaching station.	

Many institutions may desire portable closed-circuit units for specialized use. Where this is the case, the portable units should be secured in addition to the basic recommendations noted above.

Radio-Receivers (AM-FM)	3 available in central location	Equivalent of 1 per classroom building
Projection Screens	1 per teaching station (at least 70x70) with provision for keystone elimination plus 1 portable screen per building. Suitable screen for auditorium-large or small group use.	

	BASIC	ADVANCED
Electronic Learning Lab	1 lab per institution	As programs dictate
Local Production Equipment	Dry Mount Press and Tacking Iron Paper cutter Transparency Production Equipment 16mm Camera 8mm Camera 35mm Camera Rapid Process Camera Equipped Darkroom Spirit Duplicator Primary Typewriter Copy Camera Light Box Film Rewind Film Splicer Tape Splicer	Add to basic list: Slide Reproducer Second Type of Transparency Producer Mechanical Lettering